

# Green Shoots

Bruton Community Hall, Bruton Avenue, BATH, BA2 4QJ

## Inspection date

Previous inspection date

28/03/2014

Not Applicable

## The quality and standards of the early years provision

### This inspection:

3

### Previous inspection:

Not Applicable

How well the early years provision meets the needs of the range of children who attend	2
The contribution of the early years provision to the well-being of children	3
The effectiveness of the leadership and management of the early years provision	3

## The quality and standards of the early years provision

### This provision requires improvement

- Staff provide a good variety of meaningful play activities, which effectively support children's learning.
- Children respond positively to the friendly, welcoming staff, which helps them settle easily.
- Children enjoy a wide variety of healthy meals, which effectively develops their awareness of nutritious foods.
- Staff form positive relationships with parents and actively encourage their involvement in their child's learning.

### It is not yet good because

- Systems to monitor the implementation of safeguarding procedures, with regard to record keeping, are not fully effective.
- The organisation of parts of the session is not consistently effective in supporting the needs of all children.
- Systems of sharing information with all other settings children attend, are not fully established.

## Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the compulsory part of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

## Inspection activities

- The inspector observed children in their play and interactions with their peers and staff.
- The inspector sampled documentation, such as operational policies and procedures and children's learning journals.
- The inspector took into account the views of parents spoken with at the inspection.
- The inspector had discussions with management, staff and children.
- The inspector completed a joint observation with the manager.

## Inspector

Mary Daniel

## Full report

### Information about the setting

Green Shoots registered in 2013. It is a privately owned pre-school and operates from the community hall situated in the Bruton area of Bath. Children have use of an entrance hall, a main hall and smaller side room for play and sleep purposes and toilet facilities. There is an outside play area at the side of the premises and children also have use of a nearby allotment. Green Shoots is registered on the Early Years Register and the compulsory part of the Childcare Register. It is open on Tuesdays, Wednesdays and Fridays during term-time, from 9am to 3.30pm. The pre-school is in receipt of free early years funding for children aged two, three and four-years. The pre-school supports children with special educational needs and/or disabilities and those learning English as an additional language. The owner/manager has a degree in Early Childhood studies and employs five staff, the majority of whom hold relevant childcare qualifications. A qualified chef is also employed.

### What the setting needs to do to improve further

#### To meet the requirements of the Early Years Foundation Stage the provider must:

- improve systems of monitoring the implementation of safeguarding procedures, with particular regard to the completion of all records in line with the Local Safeguarding Children Board procedures

#### To further improve the quality of the early years provision the provider should:

- review the noise levels and organisation of some larger group activities, to fully support the interest and participation of all children
- develop the systems for sharing information with other settings children attend, to fully promote a continuous approach to their learning.

## Inspection judgements

### How well the early years provision meets the needs of the range of children who attend

Staff have developed a good understanding of the learning and development requirements of the Statutory framework of the Early Years Foundation Stage. Staff plan a range of motivating play activities based on their observations of children's achievements. They are knowledgeable about the interests and stages of development of their key children. This helps staff provide appropriate challenges overall for children in their play.

Staff take children on the bus into town to join in with a special story time at a local bookshop. They listen to a story, enjoy a drink and explore the books there. Staff organise a breakfast session for children and parents to share some tasty porridge. They listen together to a favourite story about some magic porridge. Some children start to recognise the repeated refrains from an established fairy tale about a gingerbread man. As a result, children begin to develop an enjoyment of stories, which effectively promotes their early literacy skills. Staff are skilled at supporting children's developing language. They clearly reinforce their words and sounds through speech and use of a simple sign language. This actively encourages children in gaining the confidence to make further attempts to respond and consequently develop ways of communicating their needs. This also helps children in gaining the necessary interest to develop their future skills. Children enjoy their play and many are developing good concentration skills. For example, they spend time making their play dough models as they carefully use the different cutters and tools. However, the organisation of some larger group activities, such as story or circle time, does not consistently engage the interest of all children. For instance, older children are able to follow the actions of a favourite song, but younger ones lose interest. Some are unsure about joining in and others begin to wander away from the group. At times, this reduces the learning opportunities for the younger children.

Staff plan meaningful play activities to support children in learning about spring, such as looking at mini beasts. Children like going to see the frog spawn in a friend's pond and talk about these becoming tadpoles. These enjoyable experiences support children well in developing their understanding of their natural world. Children enjoy playing doctors and nurses together. They pretend to buy some ice cream in their shop and use the monkey, crocodile or elephant puppets in their puppet theatre. This effectively encourages children to use their imagination and provides opportunities for them to act out their experiences. Staff provide purposeful activities that involve problem solving. For instance, they make good use of the large, colourful paper clips or unifix cubes to help children make consecutive patterns. This helps children begin to understand simple sequencing as they work out which colour and shape is next in line. Children like to spin the number dial and count out the related number of paper clips. Staff ask children to count out five red or two orange paper clips. This actively supports children in beginning to sort and group objects. As a result, children are effectively encouraged in developing their understanding of early mathematical concepts within their play. In addition, children work well together to lift and balance the different pieces of drainpipe on stands in the outside play area. They enjoy rolling their cars down the pipes or pouring water along them instead. This helps children to start thinking critically and solve simple practical problems in their play.

Parents spoken with at the visit say they feel communication from staff is very good. They feel staff are great and keep them well-informed about their child's achievements and events within the pre-school. Parents say they are encouraged to be involved in their child's learning and that their child is making good progress at the setting. Staff have considered the process of completing the progress check for two-year-old children, although have not yet had to put this into practice. However, they regularly monitor children's progress through completing review sheets and share these with parents. This helps to promote a continuous approach to how children are supported in making their achievements.

### **The contribution of the early years provision to the well-being of children**

Children respond happily to the caring, friendly staff and settle quickly to play. Key workers liaise regularly with parents to support their child's individual care needs and routines. For example, staff aware of children's specific dietary needs and manage these well. Children enjoy a great range of snacks and meals. For instance, they have hummus and cucumber sticks, roast pork, vegetable curry or homemade soup and rolls. Staff encourage children to wash their hands and talk to them about the importance of regularly brushing their teeth. This effectively promotes children's awareness of appropriate personal hygiene practices. Staff arrange a visit from the community police, who talk to children about crossing roads safely. Children enjoy turning on the police siren to make the warning sound and have fun climbing in and out of the police car. Staff have developed clear procedures for taking children out to the garden area, which is accessed down several steps. Children know they must hold the rail when going up or down the steps. They hold hands as they walk along the path. Consequently, staff support children well in developing their awareness of keeping themselves safe. However, some aspects of required safeguarding procedures are not as consistently implemented. Staff often take children to a local allotment area. They collect apples, raspberries and blackberries and help to dig the earth ready to plant vegetables. Children like to see the chickens that live there and help to count the eggs that they lay. Staff take children outside to play or they go to a nearby park, where they can climb, slide and balance on the equipment there. This provides children with positive opportunities to help develop their physical coordination and motor skills. Staff create a bright, well-resourced play environment where children can move round easily overall. Staff provide a large, colourful rug for children to sit on and join together for their circle and story times. Children like to play in the role play kitchen area and make pretend meals with the play food. They choose from the variety of dressing up clothes on the nearby rack. This effectively encourages their imagination and enables them to act out their experiences. Overall, the play areas are organised well and children can independently access a range of toys and resources. However, the hall has high ceilings and at times noise levels rise. This sometimes has an impact on how younger children feel so that they are not consistently settled. Staff provide large, plastic baskets for children to store their belongings. This enables children to develop their independence as they find their coats and shoes to go outside. They make positive attempts to put these on themselves. Staff gently remind children to use good manners and they start to do so naturally. Staff use positive reinforcement effectively and encourage children to follow their 'golden rules'. For instance, so they learn to be a good listener and be gentle and kind. This helps children develop a positive attitude about sharing and helping their friends. As a result, children start to develop skills that will prepare them for their next stage of learning at school.

### **The effectiveness of the leadership and management of the early years provision**

Management and staff have a generally appropriate understanding of the requirements of the Statutory framework for the Early Years Foundation Stage. Management and staff are

qualified and experienced. They have attended safeguarding training and they recognise possible signs or symptoms that may cause concern about a child. They understand who to contact should concerns arise. However, management do not effectively monitor the implementation of all aspects of safeguarding procedures in full. For example, to ensure systematic recordings of any concerns are consistently maintained. This is a breach of requirements for the Early Years Register and the associated requirements of the compulsory part of the Childcare Register. However, management have assessed any concerns to ensure this has minimal impact on children. Management implement clear procedures of recruitment and employment, which include taking up relevant checks and references. Clear systems of induction, supervision and appraisal are implemented to support the continual assessment of staff suitability. This effectively helps staff to be aware of their responsibilities and they work well together as a team. Management and staff carry out appropriate risk assessments on play areas and outings to help them identify and minimise accidents. For example, staff and children wear high visibility jackets on outings to ensure they can be clearly seen when walking along roads. Staff have made contact with some agencies that support the specific needs of some children. However, systems to effectively liaise with all other settings are not fully established. This has an impact on the continuity provided in children's care and learning. Parents spoken with say they feel welcomed by staff who encourage their involvement in the pre-school. They explain they are invited to join in with special sessions. For instance, they joined with their children and staff for a Christmas dinner. Parents will also be involved in the planned Easter parade. Regular newsletters are sent out and staff actively seek the views of parents to support their involvement. This effectively promotes positive partnerships with parents. Management and staff have a positive attitude to developing their practice. For example, they reflect on the effectiveness of planned activities. In addition, they have reviewed the planning and assessment systems to focus more specifically on children's identified next steps of learning. This actively promotes children's ongoing development. Management and staff meet regularly and are establishing systems of evaluation to cover all aspects of practice. Overall, this supports their aims for continual improvement.

### The Childcare Register

The requirements for the compulsory part of the Childcare Register are

**Not Met  
(with  
actions)**

#### To meet the requirements of the Childcare Register the provider must:

- ensure the written statement of procedures to be followed for the protection of children, intended to safeguard the children being cared for from abuse or neglect is effectively implemented (compulsory part of the Childcare Register)

## What inspection judgements mean

### Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected again within six months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

## Inspection

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

## Setting details

<b>Unique reference number</b>	EY462581
<b>Local authority</b>	Bath & NE Somerset
<b>Inspection number</b>	934783
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	1 - 8
<b>Total number of places</b>	25
<b>Number of children on roll</b>	31
<b>Name of provider</b>	Green Shoots (Bath) Limited
<b>Date of previous inspection</b>	not applicable
<b>Telephone number</b>	07712617336

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## Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools



and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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